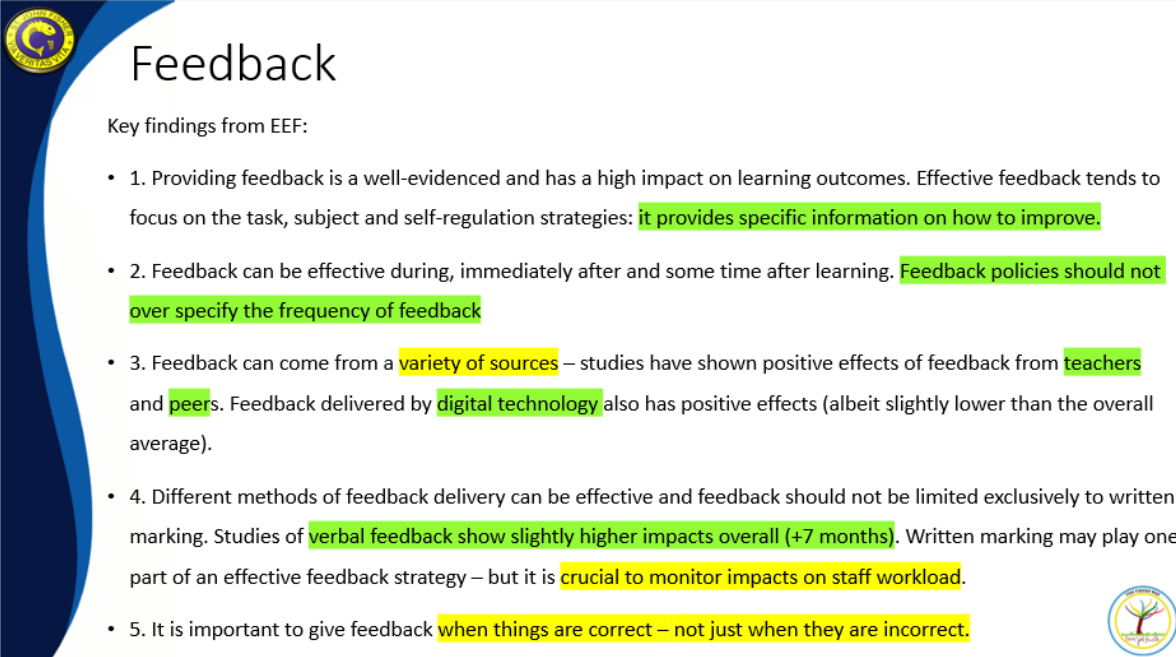# Feedback Policy

Approved : June 2023
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Introduction

Feedback forms a large part of the foundation for learners making progress. According to the Education Endowment Foundation (EEF), homework is ranked 1st in terms of POTENTIAL impact on increasing rates of progress. Key findings of research conducted by the EEF are shown below, with key points relative to this policy highlighted in green and yellow:

Feedback

Key findings from EEF:

- 1. Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.

- 2. Feedback can be effective during, immediately after and some time after learning. Feedback policies should not over specify the frequency of feedback

- 3. Feedback can come from a variety of sources – studies have shown positive effects of feedback from teachers and peers. Feedback delivered by digital technology also has positive effects (albeit slightly lower than the overall average).

- 4. Different methods of feedback delivery can be effective and feedback should not be limited exclusively to written marking. Studies of verbal feedback show slightly higher impacts overall (+7 months). Written marking may play one part of an effective feedback strategy – but it is crucial to monitor impacts on staff workload.

- 5. It is important to give feedback when things are correct – not just when they are incorrect.

Feedback is pivotal in supporting metacognitive approaches in ensuring learners understand where they sit within their own learning, understanding what they can and cannot do.

Key Principles to feedback processes at St John Fisher Catholic College

Feedback must:

- Celebrate the strengths and areas of success where possible;
- Clearly identify areas for improvement and explain how this can be done;
- Be <u>planned</u> for – in both class teaching and homework activities

Feedback can:

- Be given by teacher, peers or digital processes (e.g.auto marked homework);
- Be in written format or done verbally(both of which can be delivered "live" during lesson time);

Faculty/Subject specific guidance

Appended to this policy are faculty/subject specific guidelines on how the process of giving feedback works within each specific subject/faculty area.

Faculty: MATHEMATICS AND BUSINESS

Key Stage 3 (Y7-9):

After each key assessment (at least once a term) key elements for WWW and EBI are identified and areas to look at again are written down with advice on where to go to find this information (e.g. use the Padlet) by the learners under teacher guidance with verbal feedback.

Online homework will be checked and feedback given either in a written form or verbally when appropriate. Checking will be evident at least once a half term. Online homework will also guide some of the DO NOW tasks to feedback on elements causing concern.

MOST feedback in lessons will be verbal. All self-assessed and peer assessed work will be marked with purple pen.

Colour dots are used for progress checks in lesson.

Stamps will be used to guide presentation.

Key Stage 4 (Y10-11):

After each key assessment (at least once a term) key elements for WWW and EBI are identified and areas to look at again are written down with advice on where to go to find this information (e.g. use the Padlet) by the learners under teacher guidance with verbal feedback.

In Year 11 both mocks are analysed using the Just Maths tool kit and this will produce a complete RAG analysis of this assessment.

Online homework will be checked and feedback given either in a written form or verbally when appropriate. Checking will be evident at least once a half ter.

MOST feedback in lessons will be verbal. All self-assessed and peer assessed work will be marked with purple pen.

Colour dots are used for progress checks in lesson.

Stamps will be used to guide presentation.

Key Stage 5 (y12-13):

After each key assessment key elements for WWW and EBI are identified and areas to look at again are written down with advice on where to go to find this information (e.g. use the Padlet)

Verbal feedback id given during lessons. Where there is evidence, it may be the teacher modelling a correct answer. Homework is checked and feedback given where appropriate to improve the score of the work.

MOST feedback in lessons will be verbal. All self assessed work will be marked with purple pen

Faculty: Humanities

Key Stage 3 (Y7-9):

Feedback at KS3 will take the following form:

Verbal feedback given during lessons. This may not always be evident looking at work produced. 'Live marking'- written feedback given to individuals during lesson. This will be evident in green pen in at learner books. Frequency should be approximately minimum of once every three lessons. Verbal feedback given to whole class (with visual aids) following completed piece of work which learners respond to by making improvements or additions using purple ink. This is evident from corrections or additions made to work itself. On occasion, feedback may be automated for homework completed on Teams/Forms etc. Teacher marking of formal assessments- a minimum of three each academic year. This will identify successes and areas of improvement, and graded according to the following:

- WAE- well above expectations
- AE- above expectations
- ILE- in line with expectations
- WTE- working towards expectations

This will then subsequently be responded to by learners identifying in purple ink 'what went well' and 'even better if'. If appropriate, redrafting of section of work will take place. This will then be recorded in the front of books, indicating type of work, skills or themes targeted, grade achieved and summary of ideas for improvement.

Key Stage 4 (Y10-11):

Verbal feedback given during lessons. 'Live marking'- written feedback given to individuals during lesson. This will be evident in green pen in at learner books. Frequency should be approximately minimum of once every three lessons. Verbal feedback given to whole class (with visual aids) following a completed piece of work which learners respond to by making improvements or additions using purple ink. This is evident from corrections or additions made to work itself. On occasion, feedback may be automated for homework completed on Teams/Forms etc. Self-assessment by learners using purple ink in response to a mark scheme supplied with. Teacher marking of formal assessments. Marked in green ink, this will identify successes and areas of improvement. This will be graded using GCSE grades. This will be completed once each half term. This will then subsequently be responded to by learners identifying in purple ink 'WWW- what went well' and 'EBI- even better if'. If appropriate, redrafting of a section of work will take place. Formal assessments will be recorded in Record of Achievement folders which will include unit and type of assessment, grade achieved and ideas for further improvement.

Key Stage 5 (Y12-13):

Verbal feedback is given during lessons. Teacher marking of formal assessments. Marked in green ink, this will identify successes and areas of improvement. This will be graded using A level grades. This will be responded to by learners improving the pieces of work by additional comments, dates etc. If appropriate, redrafting of a section of the work will take place.

Faculty: MFL (Modern Foreign Languages)

Key Stage 3 (Y7-9):

The use of 'Faculty sequencing sheets' ensures learners have a clear picture of material to be covered each half term/topic. In addition to these lesson indicators, there is opportunity for learners to feedback using a simple RAG tick box. After each key assessment (at least once a term) key elements for WWW and EBI are identified and learners complete a brightly coloured feedback sheet, which is kept in their books. These highlight areas where they were successful, areas which still need to be improved upon, and a section for completion of any corrections where there may have been misunderstandings. These are completed by the learners under teacher guidance, with verbal feedback. When books are marked, feedback will be given on punctuation, spelling and grammar. This will be done in green pen by the teacher. MOST feedback in lessons will be verbal. All self-assessed and peer-assessed work will be marked with purple pen. Stamps and stickers can be used to guide presentation and/or effort.

Key Stage 4 (Y10-11):

The use of 'Faculty sequencing sheets' ensures learners have a clear picture of material to be covered each half term/topic. In addition to these lesson indicators, there is opportunity for learners to feedback using a simple RAG tick box. After each key assessment (at least once a term) key elements for WWW and EBI are identified and learners complete a brightly coloured feedback sheet, which is kept in their books. These highlight areas where they were successful, areas which still need to be improved upon, and a section for completion of any corrections where there may have been misunderstandings. These are completed by the learners under teacher guidance, with verbal feedback. Longer written pieces of homework will also have WWW and EBI comments and following each unit, a selection of 'Speaking Questions' will be completed by each learner, in order to prepare for the Verbal exam in Y11. When books are marked, feedback will be given on punctuation, spelling and grammar. This will be done in green pen by the teacher. MOST feedback in lessons will be verbal. All self-assessed and peer-assessed work will be marked with purple pen.

Key Stage 5 (y12-13):

When folders are marked, feedback will be given regarding punctuation, spelling and grammar. This will be done in green pen by the teacher. Learners prepare regular Photocards (which form part of the A level Oral exams) and will work one to one with the teacher, to go through their answers. These are corrected for grammar and learners are asked to then type up the neat, corrected version and in some instances, it may be appropriate for the teacher to voice record the final answers, for preparation by the learner at home.

For 'Summary Questions' and 'Translation', there are mark schemes which are shared with learners, these will either be used to self-assess or marked by staff.

<u>Faculty:</u> PERFORMANCE

Key Stage 3 (Y7-8):

<u>ALL SUBJECTS</u>

-Verbal feedback every lesson from teacher

- Homework auto marked

- Assessment work – marked by teacher. Self-evaluated by learner and feedback from teacher

- peer assessment – written down by learners

Key Stage 3/4 (Y9-11):

<u>ALL SUBJECTS</u>

-Verbal feedback every lesson from teacher/staff member

- General feedback in line with Exam Syllabus guidelines – this could for coursework or exam work.

- Mock exams marked by teacher and feedback and self-evaluation completed

Key Stage 5 (Y12-13):

<u>ALL SUBJECTS</u>

-Verbal feedback every lesson from teacher/staff member

- General feedback in line with Exam Syllabus guidelines – this could for coursework or exam work.

- Mock exams marked by teacher and feedback and self-evaluation completed

<u>Faculty: Technology</u>

<u>Evidence of feedback during practical tasks:</u>

Feedback during practical tasks within the Faculty is often verbal and as such may not be recorded. The successful completion of these tasks can be seen as tangible evidence that regular feedback has been given.

<u>Design & Technology:</u>

Key Stage 3 (Y7-9):

For learners to remain motivated to improve, they must understand what their learning objectives/outcomes are. In Design & Technology we make use of Grade Descriptors in the form of 'ladders' in learner friendly language. These enable learners to assess their work alongside their Teachers' assessments and identify what they need to do to improve. Copies of ladders are displayed in relevant rooms. Design and Technology follows the school procedure for target setting at the beginning of each Key Stage and learners' progress is formally reviewed at the end of each 'unit of work'. Throughout lessons, learners are given verbal feedback on what they need to do to improve. Formal assessments are made at the end of each project (a full list of these can be found on the DT 'learning journey')– Knowledge and Understanding is typically assessed through a 25 question multiple choice test. Skills assessments are made based on the work produced in the 'Project Booklet' and the 'practical outcome' of the unit of work. The following skills would typically be assessed – 'Researching & Analysing', Generating Design Criteria', 'Designing / Developing Ideas', 'Planning & Making', 'Testing & Evaluating'. At the end of each project, learners are expected to reflect on their work / assessments and fill in a 'Target setting sheet', which aims to help them improve future work in Design and Technology. During Design & Technology lessons, teachers make use of Promethean 'activotes', which gives teachers and learners 'immediate' feedback, and are used to monitor learning, informing future teaching.

Key Stage 4 (Y10-11):

In Design and Technology, during year 10, theory work is covered using topic booklets which include questions designed to reinforce learning. When the booklet is completed, the teacher goes through correct answers and learners self-mark their work in purple pen. At the end of each topic there is a formal written test. The results of these tests are used to monitor progress towards Targets. After each test, the teacher models correct answers, and corrections are completed by learners who set individual targets based on their performance in both booklet and test. During Year 11 Learners complete their NEA. Learners are provided with their own copy of the examination board assessment criteria to assist with their own self-assessment. Assignments are assessed according to the guidelines set by the exam board. In accordance with exam board guidelines learners receive feedback sheets indicating areas for improvement and targets for raising standards. Throughout the course learners have regular one to one discussions with staff about the work in progress.

Food and nutrition & Hospitality and Catering:

Year 7-8

Theory

After each key unit an assessment (3 x in Year 7 and 8) which key elements for WWW and EBI are identified. Learners will be given time to respond and improve assessment piece of work. Each topic booklet is marked to give quick feedback on current performance using coloured dabbers. Codes meaning the follow:

Blue	Green	Yellow	Red
Your work is of an exceptionally high standard, all aspects of the worksheet are completed and your examination questions are well thought out and written. How about considering making your own notes around the explanations given in class?	Your work is meeting expectations, you are completing the tasks well and your examination questions show good development points. Now consider further developing your analytical and evaluative skills by bringing together all the points that you have raised	Your work is of variable quality, and therefore does not meet expected standards. To improve ensure that ALL aspects of your worksheets are filled in, remembering to fill in your thoughts when discussions have taken place with your partner.	Your work is not meeting expectations, much of your worksheet is not filled in. To improve, please ensure that ALL blank boxes are filled in with the information on the board, if you do not understand please raise your hand and ask your teacher for further clarification

Verbal feedback and low-stake questioning in lesson is used to confirm knowledge. Feedback will be given by auto marked feedback on key topics covered. Learners will be able to use this to identify weak areas and focus on these areas. Use of self-assessment will take place on pieces of work in booklets using understanding matrix and key elements of knowledge identified.

Understanding Matrix		
Understanding 1 (U1)	Understanding 2 (U2)	Understanding 3 (U3)
Excellent understanding of the topic	Good understanding of the topic	Some understanding of the topic
Write one thing you have learnt about this topic		

Practical

Verbal feedback in practical lessons will be given to help improve practical skills/preparation/presentation. Learners will self-reflect on practical lesson by self-assessing their practical work against a criterion and setting new targets. This will be teacher led.

Year 9 – 10

Theory

After each key unit an assessment (3 x in Year 9) and (4 x Year 10) which key elements for WWW and EBI are identified and at least two targets are identified as we move forward to the next module. Use of self/peer assessment will be encouraged so that learners can identity gaps in knowledge. Each topic booklet is marked to give quick feedback on current performance using coloured dabbers. Codes meaning the follow:

Blue	Green	Yellow	Red
Your work is of an exceptionally high standard, all aspects of the worksheet are completed and your examination questions are well thought out and	Your work is meeting expectations, you are completing the tasks well and your examination questions show good development points. Now consider further	Your work is of variable quality, and therefore does not meet expected standards. To improve ensure that ALL aspects of your worksheets are filled in, remembering to	Your work is not meeting expectations, much of your worksheet is not filled in. To improve, please ensure that ALL blank boxes are filled in with the information on

written. How about considering making your own notes around the explanations given in class?	developing your analytical and evaluative skills by bringing together all the points that you have raised	fill in your thoughts when discussions have taken place with your partner.	the board, if you do not understand please raise your hand and ask your teacher for further clarification

Learners will complete Unit 2 (coursework, 60% of course) in year 10 January/March. Learners will complete a mock piece for before this which feedback can be given. This will be given by verbal feedback and WWW and EBI.

Verbal feedback and low-stake questioning in lesson is used to confirm knowledge. Feedback will be given by auto marked feedback on key topics covered in lesson. Learners will be able to use this to identify weak areas and focus on these areas.

Practical
Verbal feedback will be given in lessons relating to preparation/cooking skills/presentation skills. Learners will complete a self-reflection/evaluation (initially teacher led/homework) on performance of completing practical dishes when necessary. This will support learners to complete unit 2.

Year 11
After each key unit an assessment (4 x in Year 11) key elements for WWW and EBI are identified and at least two targets are identified as we move forward to the next module. Each topic booklet is marked to give quick feedback on current performance using coloured dabbers. Codes meaning the follow:

Blue	Green	Yellow	Red
Your work is of an exceptionally high standard, all aspects of the worksheet are completed and your examination questions are well thought out and written. How about considering making your own notes around the explanations given in class?	Your work is meeting expectations, you are completing the tasks well and your examination questions show good development points. Now consider further developing your analytical and evaluative skills by bringing together all the points that you have raised	Your work is of variable quality, and therefore does not meet expected standards. To improve ensure that ALL aspects of your worksheets are filled in, remembering to fill in your thoughts when discussions have taken place with your partner.	Your work is not meeting expectations, much of your worksheet is not filled in. To improve, please ensure that ALL blank boxes are filled in with the information on the board, if you do not understand please raise your hand and ask your teacher for further clarification

Verbal feedback in lesson is also used to confirm knowledge and through low stake questioning. Feedback will be given by auto marked feedback on key topics covered in lesson. Exam question will be given for homework and self/peered mark in lessons. Learners will be able to use this to identify weak areas and focus on these areas.

Practical
Verbal feedback in lesson will be given to help improve practical skills/preparation/presentation with links theory.

Art:

KS3 Feedback

Continuous verbal feedback offered either while circulating the room, when work is delivered to the drying rack, as part of a group discussion and individually in books.

Impact is noted from the understanding of the work attempted and progress witnessed throughout a project or handling of a specific skill, technique or application of knowledge. Feedback is generated throughout a project to ensure individual skills are identified and skill levels acknowledged.

At the end of a project written feedback is given with the opportunity for learners to identify for themselves areas of strength and weakness and how they may attempt to achieve an improved outcome.

Traffic light bingo dab method is used to identify progress and level of engagement.

KS4 Feedback

Continuous verbal feedback offered. Progress is checked via practical outcomes.

Learners are encouraged to note onto their work any verbal feedback offered.

All work is planned to prepare and develop an individuals' confident use of their personal skill base ultimately in preparation for completing their ESA.

Learners and staff fill in a Project Review sheet located at the back of their book. It is an ongoing record as all work set is listed here. Learners are encouraged to self-monitor work, any incomplete pieces are expected to be finished at home. Learners colour code work according to the level of completion giving a visual key to unfinished work needed to be tackled. The use of the Review sheet is a dialogue between staff and learner. This reinforces the importance of independent learning and decision making specifically underlining the skills necessary for a confident approach to their ESA. The feedback offers specific guidance focussing on personal strengths encouraging work to be generated with the individuals' personal style.

Computer Science and Creative Media:

Introduction

The overwhelming amount of feedback given is verbal support in lesson and will allow learners to identify misconceptions and correct their work while they are completing it.

The aim of feedback is principally to give learners the opportunity to reflect on work they have completed and/or attempt follow-up activities that are relevant to the areas that they can develop in. To that end, it will be up to the class teacher to use their professional judgement to decide which pieces of work will receive feedback and reflection activities to maximise the impact for learners. This also means that the pieces of work that receive feedback and reflection activities will vary between the different classes in the same course and/or year group.

Theory

At a minimum, each theory unit covered should be assessed by the teacher at the end of that unit, and learners should be provided with the opportunity to recognise misconceptions they have made and the areas they can develop. This assessment can take the form of a standard test, or a wider assessment of work completed in that unit.

Throughout theory units there will also me multiple points where feedback and reflection activities can be provided.

Practical

There is a large part of the curriculum across both Computer Science and Creative Media that requires practical work to be completed. By its nature, when feedback is given to learners who are completing this work any mistakes or misconceptions will be corrected. Evidencing this process will take time away from productive work and provide no tangible benefit to the learners.

In **Computer Science**, programs that use a combination of programming skills and techniques (e.g. variables, data types, flow control, structures, subroutines etc) are evidence that feedback has been given by the class teacher and acted on by the learner.

Learners running, testing, and debugging a program written in a block or text language is a form of self-assessment, and correcting any syntax or logic errors based on this is them reflecting on the self-assessment. Discussing these programs with their peers is a form of peer-assessment, and implementing any changes based on this is them reflecting on this peer-assessment.

No further evidence of this feedback and/or reflection will be required but can be included in comments in the program if/when appropriate.

In **Creative Media**, digital products that use a combination of software skills and techniques (e.g. correction tools, pixel selection, masking, shapes, lines, text, effects

etc) are evidence that feedback has been given by the class teacher and acted on by the learner.

Learners reviewing their digital products or using trial and error to complete elements in a digital product, is a form of self-assessment, and incremental improvements based on this is them reflecting on the self-assessment. Discussing these digital product and asking for opinions and ideas from their peers is a form of peer assessment, and making any adjustments to their digital product based on this is them reflecting on their peer-assessment.

No further evidence of this feedback will be required but can be included in reflections or project logs if/when appropriate.

Frequency of Reflection Activities Provided

The table below shows a **_rough_** guide for the cumulative feedback and reflection opportunities that should be provided by the end of each half term. This is a rough guide as feedback and reflection provided will vary between practical and theory units across all key stages.

Feedback is not permitted during controlled assessment periods, so the reflection opportunities may be modified for individual classes to indicate this.

Year	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Year 7	1	2	3	4	5	6
Year 8	1	2	3	4	5	6
Year 9	1	3	4	6	7	9
Year 10*	2	4	6	8	10	12
Year 11*	3	6	9	12	–	–
6th Form	3	6	9	12	15	18

Examples

Type of Work	Assessment and Feedback	Learner Follow-Up	Strand	Years
Software Project **When:** End of unit software project or portfolio completed each half term	**Teacher:** Assessed by highlighting assessment grid. **Self/Peer/Auto:** Discuss best WWW and EBI with peers.	**Activity:** Learners choose WWW and EBI based on whole class feedback. **Guidance:** Hand-written using review sheets. Peer/whole class discuss to be used when the class teacher thinks is useful		**9** **10** **11**
Programming Activities **When:** Completed throughout course at regular times.	**Teacher:** Verbal feedback given while learners are completing activities. **Self/Peer/Auto:** Self-assessed by running programs, Peer-assessed if debugging in pairs.	**Activity:** Complete and/or correct program. **Guidance:** Programs are almost always developed incrementally. Learners may choose to keep versions or add comments to document this, but it is not a requirement.		**9** **10** **11** **6th Form**
Workbook Activities **When:** Completed throughout theory units.	**Teacher:** Discussed and Revied as a whole class. Examples and model answers provided to learners in lesson. **Self/Peer/Auto:** Learners review their answers based on guidance given	**Activity:** Learners complete/upgrade their work based on guidance given. **Guidance:** Teacher to indicate work to re-attempt/complete (this does not need to be evidenced and can be in the form of dabbers, tags, highlighting, symbols,		**9** **10** **11**

	by the class teacher via whole class and/or direct feedback.	*or written comments).*		
End of Section Workbook Questions **When:** *Completed throughout theory units. Each section will be more than 1 but less than 6 lessons.*	**Teacher:** *Marked by the class teacher and given a RAG to indicate follow-up activity.* **Self/Peer/Auto:** *Marking can take place by self/peer assessment if necessary.*	**Activity:** *Follow-up activity for each question where learners with reattempt or complete the question with guidance, or attempt a new question that challenges them further* **Guidance:** *Follow-up tasks and guidance displayed on board and saved in shared areas for future access.*		**9** **10** **11**
Theory Assessment **When:** *Completed at the end of units, or at mid and end point for large units.*	**Teacher:** *Marked by the class teacher and given a RAG to indicate follow-up activity.* **Self/Peer/Auto:** *Discuss best WWW and EBI with peers.*	**Activity:** *What follow-up tasks should learners complete after substantial in class assessments and/or mocks?* **Guidance:** *Peer/whole class discuss to be used when the class teacher thinks is useful.*		**9** **10** **11** **6ᵗʰ Form**
End of Unit Review Sheet **When:** *Completed at the end of a unit.*	**Teacher:** *Assessed by highlighting assessment grid.* **Self/Peer/Auto:** *Discuss best WWW and EBI with peers.*	**Activity:** *Learners choose WWW and EBI based on whole class feedback.* **Guidance:** *Hand-written using review sheets. Peer/whole class discuss to be*		**7** **8** **9**

		used when the class teacher thinks is useful.		
Coursework **When:** NEA completed in Y10 and Y11 for Creative Media and Y12 and Y13 for A Level Computer Science	**Teacher:** No feedback is permitted **Self/Peer/Auto:** Learners to complete unguided self-assessments at various points throughout the coursework.	**Activity:** Review assignment brief and check work completed against this. **Guidance:** Not feedback is permitted.		10 11 6th Form
A Level Mini Projects **When:** Complete each half term	**Teacher:** Assessed by highlighting assessment grid and providing verbal feedback. **Self/Peer/Auto:** Self-assessed against success criteria, peer-assessed for useability.	**Activity:** Reflect to outline the strengths and development points for the project. Set a new target for next project, and review target from previous project. **Guidance:** Designed to prepare learners for their Programming Project.		6th Form
Algorithm Activities **When:** Completed throughout algorithm and written programming units.	**Teacher:** Marked by class teacher **Self/Peer/Auto:** N/A	**Activity:** Learners choose WWW and EBI based on whole class feedback. **Guidance:** Learners to identify improvements in technique and logic.		9 10 11 6th Form

Reviewing Digital Products **When:** Completed for some of the digital products created, or for existing digital products.	**Teacher:** Assessed by highlighting assessment grid. **Self/Peer/Auto:** Discuss best WWW and EBI with peers.	**Activity:** Learners complete follow-up task, WWW and EBI, or improve their previous work. **Guidance:** Reflection activity will vary depending on the type of digital product that was reviewed.		**9** **10** **11**
Exam Style Questions **When:** Completed at any time and used to revise and recap previous as well as current learning.	**Teacher:** Can be marked by the class teacher. **Self/Peer/Auto:** Can be self and/or peer assessed.	**Activity:** Complete and/or upgrade questions. **Guidance:** Teacher to indicate work to re-attempt/complete (this does not need to be evidenced and can be in the form of dabbers, tags, highlighting, symbols, or written comments).		**10** **11** **6th Form**

Faculty: Religious Education

Key Stage 3 (Y7-9):

At KS3, RE feedback will be provided in a number of ways:

1) Whole class feedback where misconceptions have been identified or post assessment with provision of 'model 'answers. This could be written or verbal.
2) Peer assessment (purple pen)
3) Individual written assessment from teacher in the form of WWW and EBI (2 per half term) (extended writing task mid topic & End of Topic assessments).
4) End of Topics assessments will evidence – effective use of knowledge organisers / detailed and comprehensive revision opportunities in class and for homework / effective use of SATCHEL 1 to provide learners and parents with this information. All assessments will be followed by individual feedback and a follow up lesson to allow ALL learners to action any targets identified.
5) Self-assessment (purple pen)
6) The RE Faculty regularly celebrate success (praise postcards/ weekly star of the week on parent bulletin / weekly communication with parents/ AWARDS evening / contribution to praise assemblies)

Key Stage 4 (Y10-11):

1) Whole class feedback where misconceptions have been identified or post assessment with provision of 'model answers'. This could be written/verbal.
2) Peer assessment (purple pen)
3) Once a fortnight, learners will have the opportunity to attempt an EXAM STYLE (a,b,c,d) questions relating to part of the specification recently taught. Written feedback in (WWW/EBI) will be given. EDUQAS band descriptors will be used to assess and set written targets.
4) Evidence of periodic summative assessments (End of unit assessments) approx. half termly depending on the unit of work being assessed with an overall GCSE grade awarded.
5) Teachers will track and keep records of the progress of each individual learner, using both formative and summative assessment.
6) Formal written feedback provided after Y10 Exam Week and Y11 Mocks (Nov and March)
7) The RE Faculty regularly celebrate success (praise postcards/ weekly star of the week on parent bulletin / weekly communication with parents/ AWARDS evening / contribution to praise assemblies)

Key Stage 5 (y12-13):
A LEVEL

1) Whole class feedback where misconceptions have been generally identified or post assessment with the provision of 'model' answers. This could be written or verbal.
2) Peer assessment (purple pen)
3) Formal feedback at the end of each topic after completion of ESSAY (Timed and Homework) Individual targets and feedback set using the OCR criteria and band descriptors with a view to highlighting Ao1 and Ao2 skills.

4) All learners will be required to RESPOND to formal feedback after essays have been returned.
5) Model answers / essays will also be provided.
6) Evidence of periodic summative assessments and overall grades awarded.
7) Teachers will track and keep records of the progress of each individual learner, using both formative and summative assessment.
8) Formal written feedback also provided for after YEAR 12 EXAM (summer term) and Y13 MOCKs (November and March).
9) The RE Faculty regularly celebrate success (praise postcards/ weekly star of the week on parent bulletin / weekly communication with parents/ AWARDS evening / contribution to praise assemblies)

Faculty: English

'Feedback is one of the most powerful influences on learning and achievement' *(Hattie and Timperley)*

FACULTY RATIONALE:

The aim of this policy is to ensure clear understanding of the purposes, procedures and processes of effective marking and feedback to learners regarding their work in order to maximise progress and support learners in becoming effective learners. In line with the St John Fisher Catholic College *Marking and Assessment Policy*, the English Faculty focus is 'Feedback not Marking'. Marking should be timely: the aim being to provide more frequent feedback for all learners and to encourage more proactive responses to next steps, resulting in accelerated progress over time and increased confidence with assessment criteria. Consistency across the department is fundamental to a successful marking and feedback procedure.

- Feedback will be offered to work at least fortnightly.
- There will be a commonly assessed unit every half term.
- Learners will receive verbal feedback on their work on a regular basis.
- All marking will follow the marking for literacy code.
- All books will be marked in green pen.
- Targets set will require some form of learner response.
- Learners respond to feedback, self-assessment and peer assessment in purple pen.

Formative Feedback Methods:

1. The Book Look Feedback

This method places more responsibility for progress upon the learners. For the teacher, the emphasis is on the quality of the feedback that they give to the class. This means a reduction in the 'need' to physically mark every error or misconception in a set of books when you might be seeing the same mistake repeatedly.

- Teacher reads the learners' work and makes a note of SPAG as well as the main misconceptions that need addressing or what they need to improve.
- The following lesson should be planned to address these issues arising from the Book Look as well as praising success and using these as model examples for the class.
- Teacher could teach the key spellings and test learners accordingly.
- Learners could then check and correct their spellings in purple pen
- Teacher to re-teach concepts, ideas, themes, quotes, context, SPAG that learners were lacking through modelling, examples, in the responding to feedback task that addresses these misconceptions fully.

GCSE SECTION A PEER AND SELF ASSSESSMENT

- There are sheets for all areas of GCSE flight path, Reading, Writing and GCSE Literature texts, and provide the success criteria to ensure that learners become familiar with required areas of assessment objectives to help judge their work. The criteria attached to each number can be amended if teacher needs to personalise these further for individual classes.
- Peer/Self to assess work in accordance to the **numbered targets** and then set the appropriate numbers as WWW/EBI. These would not be graded for a Peer/Self-assessment response.
- Improvements completed in **purple pens.** Learners should be able to develop and extend areas they have self/peer evaluated or additional teacher set tasks might help to develop their response further.

Peer and Self-Assessment Reading and Writing mats:

- These mats guide learners with the language needed to create informative and meaningful feedback for themselves or one another.
- They can be used across Language and Literature tasks through all years.

Summative Feedback Methods

A variety of assessment feedback grids are used in the Faculty, dependent on the assessment, year group, skill and qualification. Every summative assessment, at the end of an assessment that is going to be entered on the tracking SIMS data sheets or mock exam, should be marked by highlighting criteria and setting next steps based on criteria not yet met:

Feedback sheets include the following:

- ➢ Success criteria
- ➢ Breakdown of skills (Assessment objectives) and Highlighting WWW / EBI
- ➢ Learner response area built into the Responding to Feedback Assessment Lesson
- ➢ The number target sheets are available for Teacher Feedback for all Language and Literature tasks and can be used alongside a grade for a piece of work if it is a summative piece of assessment. These sheets are to be copied in GREEN in line with green pen used for Teacher Feedback.

YEAR 7, 8 AND 9 FEEDBACK SHEETS (emerging/developing/mastered)

Printed in GREEN including purple pen self-assessment opportunities for learners

Example of Literary Heritage Year and Year 8 above

GCSE LANGUAGE AND LITERATURE FEEDBACK SHEETS

Formative Assessment

English Language Paper 1 and Paper 2 Section B Writing: Mock Exams Year 10-11

➢ Years 10 and 11 to use separate, fully graded Section B response sheets for Paper 1 Section B and Paper2 Section B (*Folder –Formal Language Assessment/ Paper 1 and 2 Section B Years 10 and 11/Paper1 Section B and Paper 2 Section B*). There is a lower ability and upper ability sheet provided.

ENGLISH LITERATURE PAPER 1 AND PAPER 2: MOCK EXAMS Year 10-11

➢ Paper 1 Literature : Shakespeare and Prose (*Folder – Formal Literature Assessment/Year 10 and 11/Lit PAPER 1 Feedback sheets*)
➢ Paper 2 Literature: AIC, Conflict Poetry, Unseen poetry single, Unseen poetry comparison (*Folder – Formal Literature Assessment/Year 10 and 11/Lit PAPER 1 Feedback sheets*)

➢ *Examples demonstrated here of Conflict Poetry and AIC sheets.*

Responding to Feedback Responses:

➢ Official Responding to Feedback Lessons must follow on from a Summative Assessment in order to track learner progress.
➢ You may incorporate additional Responding to Feedback lessons/activities as regularly as you wish.

Examples:

RESPONDING TO FEEDBACK:

RESPOND:
Read the small newspaper extract on your worksheet, choose at LEAST TWO of the following targets to show personal progress:

	Even Better If:
1 or 2	Add three more interesting vocabulary choices such as adjectives or adverbs to the paragraph *(use the first support card to remind you what these are)*
3 or 4	Label any DAAFOREST you can see. Add two interesting DAAAFOREST devices somewhere in the paragraph. *A counter argument or Triple are more challenging devices.*
5	Rewrite any misspelt words from your own work at the spelling area on the bottom of the sheet (three times each).
6	Correct any missing capital letters in the paragraph.
13 or 14	Add in two further effective sentence types to the paragraph *(see the second support card for a reminder)*
15 or 16	Extend the punctuation variety by creating two sentences that use punctuation effectively *(use the third support card for reminders)*

RESPONDING TO FEEDBACK: LITERACY

- Read your **WWW** and **EBI** and check which codes you have been given.
- Using only the words highlighted in green below, copy your targets out underneath your marked work and under the heading 'Responding to Feedback ' and today's date in PURPLE PEN.

	Even Better If:
1 or 2	I need to include increasingly ambitious vocabulary chosen for effect (AO5).
3 or 4	I need to include a range of linguistic devices for effect (AO5): DAAAFOREST
5	I need to develop my spelling (AO5).
6	I need to proof read my work accurately and use capital letters and apostrophes in the correct places.
13 or 14	I need to include a full range of accurate sentence structures for effect (AO6) .E.g. minor, simple, compound, complex, embedded clause, verb starters etc.
15 or 16	I need to include a wide range of accurate and effective punctuation (AO6). E.g. semi-colons, colons, ellipsis, dashes etc.

A LEVEL LANGUAGE:

Paper 1 WWW and EBI Target Sheets:

> **Formative Assessment sheet:** can be used for self/peer assessment or for quick teacher feedback so learners can then respond to feedback.

FEEDBACK QN 1 AND 2 PRACTICE A LEVEL PAPER 1:

WWW:

- Structure of the piece
- Pros and cons of the texts types
- Reference to AO1 lexis and semantics
- Reference to AO1 sentences
- Reference to AO1 graphology
- Reference to pragmatics
- Key terms representation/producer/audience/reade
- Links between ideas
- Alternative ideas

EBI TARGETS:

- Structure of the piece
- Pros and cons of the texts types
- Reference to AO1 lexis and semantics
- Reference to AO1 sentences
- Reference to AO1 graphology
- Reference to pragmatics
- Key terms representation/producer/audience/reader in explanations
- Links between ideas
- Alternative ideas

> **Summative Assessment sheets:**
> Paper 1 Question 1 and 2 use the same feedback sheet as the question is similar; Question 3 use a separate one.
> **PAPER 1 QUESTION 1 AND 2:**

PEER/SELF ASSSESSMENT SUPPORT SHEET   NAME: ....

TARGET GRADE:..............................   A01: .... A03: .... TOTAL .... GRADE....

How is meaning represented through language in Text....

(TEXT TYPE - MODE, PARTICIPANTS, TOPIC, representation and how lexis, sentences types, graphology, pragmatics support the representation and effect on the AUDIENCE/PURPOSE)

GRADED STRUCTURAL FOCUS :	A01: MARKS
(P)(Grade E) Point about Participant 1 (AO1):............*present themselves /is presented as ....in the text*	Level 5 – 9-10 / Level 4- 7-8 / Level 3 – 5-6 / Level 2 – 3-4 / Level 1 – 1-2
(EV) (Grade E) Evidence that represents P1 (AO1): *This is evidenced in..This is clear from..As shown in.. which is stated by ...*	
(EXP))(Grade E) Basic Explanation of Evidence to represent P1 (Try to label the sentence type) (A03): *This declarative sentence primarily represents them as ... This interrogative seems to represent them as..... This could be said to represent them as....This could infer they are presented as.. This could imply they are represented as...*	**A03: MARKS** Level 5 – 13 -1 5 / Level 4 - 10-12 / Level 3 - 7-9 / Level 2 - 4-6 / Level 1 -1 -3
(EXTEND)(Grade D – C) Detailed and Specific Explanation of the evidence; effect on audience/receiver and alternative ideas(Quote explode-analysis- Lexis/Grammar analysis)(AO3): • **(LEXIS)** *Firstly, the second person personal pronoun '..' represents the .... as ..... because..... and encourages audience to view... (ADDITIONAL LEXIS IF RELEVANT)The semantic field of .... is referred to in order to represent....* • **(GRAMMAR)** *In addition, the use of the complex subordinating*	**TOTALS:** **WWW**

PAPER 1 AND 2 GENERIC ASSESSMENT SHEET:
This focuses on the full range of Assessment Objectives across both papers and can be used to provide targeted feedback and set EBI targets:

PAPER 1 QUESTION 3:

Question 3 Paper 1: Compare and Contrast

Typical question:

'Compare and contrast Text A and Text B, showing ways in which they are similar and different in their language use.'

Self /Peer/Teacher Assessment Criteria: Question 3 'Compare and Contrast Language'

Level/Marks	Performance Characteristics	Indicative Content	KEY VOCABULARY CHECKPOINT FROM YOUR TARGET GRADE
Level 5 (17-20 marks)	Explore the significance of connections found across texts	• Explore effects of internet/article contexts (text type and mode) and offer alternative ideas on language use, representations and meanings • Explore effects of social/cultural contexts on language use, representations and meaning • Explore creation of discourse about the chosen topic • Explore the writer's view, topic, mode , purpose and audience within the texts and how these can be compared using language use, representation and meaning	
Level 4 (13 – 16)	Examine connections between texts by linking language and context	• Examine detailed effects of internet/article contexts (text type and mode) on language use, representations and meanings • Examine detailed effects of social/cultural contexts on language use, representations and meaning • Examine in some detail the chosen topic • Contrast use of sentence types and functions • Examine the writer's view, topic, mode , purpose and audience within the texts and how these can be compared using language use, representation and meaning	

A LEVEL ENGLISH LITERATURE: ALL QUESTIONS

The following sheet can be used across both A Level Literature Papers and covers all assessment objectives. It can be used in a formative or summative sense. It should be printed on PINK paper

ENGLISH LITERATURE: ....
SPECIFIC CRITERIA FEEDBACK (AO1 – 28%, AO2 – 24%, AO3 – 24%, AO4 – 12%, AO5 – 12%)
(AO1: 7 marks, AO2: 6 marks, AO3: 6 marks, AO4 : 3 marks, AO5: 3 marks)

Band 5 *Perceptive/Assured* *21-25 marks* 'Perception' is demonstrated when learners are showing the depth of their understanding and responding sensitively to the texts and task. 'Assuredness' is shown when learners write with confidence and conviction.	AO1	• Perceptive, assured and sophisticated argument in relation to the task. • Assured use of literary critical concepts and terminology; mature and impressive expression.
	AO2	• Perceptive understanding of authorial methods (language, form and structure) in relation to the task. • Assured engagement with how meanings are shaped by the methods used.
	AO3	• Perceptive understanding of the significance of relevant contexts in relation to the task. • Assuredness in the connection between those contexts and the historicist literary concept studied.
	AO4	• Perceptive exploration of connections across literary texts arising out of historicist study
	AO5	• Perceptive and confident engagement with the debate set up in the task.
Band 4 *Coherent/ Thorough* *16-20 marks* 'Coherence' is shown when learners are logical and consistent in their arguments in relation to the task. They hold their ideas together in an intelligible way. 'Thoroughness' is shown when learners write carefully, precisely	AO1	• Logical, thorough and coherent argument in relation to the task where ideas are debated in depth. • Appropriate use of literary critical concepts and terminology; precise and accurate expression.
	AO2	• Thorough understanding of authorial methods (language, form and structure) in relation to the task. • Thorough engagement with how meanings are shaped by the methods used.
	AO3	• Thorough understanding of the significance of relevant contexts in relation to the task. • Coherence in the connection between those contexts and the historicist literary concept studied.
	AO4	

PRAISE

This includes the acknowledgement of good or improved presentation and effort in lessons. However, praise must go beyond these comments and refer to success criteria (from a mark scheme or lesson objectives) to ensure that learners know exactly what they did well (WWW) and what they need to repeat in the future.

In addition to written comments praise can take the form of:

- Verbal comment
- A stamp
- Stickers
- Raffle tickets
- Sims achievement points
- Texts home
- The Faculty praise email home (half termly) and praise board

Faculty: Science

Feedback is fundamental in ensuring learners make progress. It has been identified as the number 1 marker for making progress by the EEF (Education Endowment Foundation). Feedback goes alongside metacognition in ensuring that learners understand where they stand within their own learning, what they are good at and what they need to do to improve. The key points regarding feedback at St John Fisher Catholic College are:

Feedback must:

➢ Celebrate the strengths and areas of success where possible;

➢ Clearly identify areas for improvement and explain how this can be done;

➢ Be **planned** for, in both class teaching and homework activities.

Feedback can:

➢ Be given by the teacher, by peers or by digital processes (e.g. auto marked homework);

➢ Be in written format or done verbally (both of which can be delivered "live" during lesson time).

Feedback Rationale:

All practice work as described below will be completed by all learners, with the overwhelming majority reviewed in whole class feedback. Teachers are not expected to mark learners' day-to-day work, however, they are expected to closely monitor learners as they practise and intervene where necessary.

Assessment for learning exercises should be used wherever possible to develop the learners as independent learners at all levels. There are many different techniques which could and should be used at all levels of the curriculum. Outlined below are the minimum expectations for learners at all stages.

1. All learners should have access to copies of their learning journey in their exercise books. Copies of which can be found in the appendix and on the Science shared area. Teaching staff should model the learners' learning journey by highlighting what learning has taken place previously and what is to come next.

2. Learners will also be provided with copies of targeted knowledge organisers for each new unit of learning taking place.

3. An assessment for learning exercise or a 'levelled assessed task' should be given at the mid-point of the unit which is closely matched to the learning objectives covered in that unit of learning. This assessment for learning exercise should be marked by the member of staff with opportunities provided to the learners for improvements.

4. At the end of each topic (approximately every 16 lessons) learners will be assessed on previous taught content. The format of the assessment will be exam style questions. This will then be marked by the classroom teacher and learners will be given the opportunity to improve their answers in purple pen.

Lesson Starts/review of previous learning

All lessons will begin with a mini-quiz style do now activity. This may not take place if there is a practical or assessment lesson. The mini-quizzes can be drawn from a bank of centralized core questions. The questions have been designed to provide short knowledge-based answers that allow the teacher to measure progress across a series of lessons. Teachers will go over the answers as a class and gather data on learner responses whilst learners self-assess. The class teacher will model on the whiteboard or screen what a good response should look like and learners will improve their answers using purple pen. If purple pens are not available, learners will be able to improve their answers in a pen of different colour or pencil. The main goal to make sure that their answers and corrections stand out. If at this point the member of teaching staff is made aware of misconceptions by a majority of the class the classroom teacher will make sure that these misconceptions are addressed before moving on. The teacher may then consider revisiting this topic or question during the next lesson.

Introduction of new material

It is important that prior to new content being taught that teachers check prerequisite knowledge. This can be done in a variety of ways at the classroom teachers discretion. However, the teacher may consider the use of mini-whiteboards as a way of checking the understanding of the class as a whole. If, upon collection of whole class data the teacher is made aware that the class is lacking the prerequisite knowledge the teacher will reteach the knowledge fully.

Independent Practice

In Science, learners are given many opportunities to complete extensive independent practice suited to their particular key stage and ability. Initially, teachers will guide learners as they begin their practice. This may be achieved through a number of teacher prepared external supports including worked examples, step by steps, texts or knowledge organisers. When providing worked examples it is important that teachers show their working out on the whiteboard or screens so that learners are able to follow their working. All independent practice in class is self-assessed as a class. With learner responses and improvements written in purple pen or a pen of different colour. It is the expectation that all key stages will make use of the feedback policy as described above. Below is a description of how the feedback policy will differ for each of the key stages as well as a rationale for the differences.

Science 'marking' policy

The expectations outlined below are per topic as defined in the Science scheme of work. Teachers will provide 1 piece of in-depth marking per topic on a written piece of classwork/homework. As indicated within the Science scheme of work learners

will also complete an assessment, staff will mark this assessment and produce a review sheet with targets that should be responded to by the learner. As teachers mark these papers it is expected that they make a note of any common errors or misconceptions so that these can be identified on a department basis and then addressed. Literacy and Numeracy is to highlighted and addressed in line with the school marking policy on the in-depth assessment.

Key Stage 3 (Y7-9):
Years 7 through to 9 will complete a mid-point assessment which will be marked by the classroom teacher and learners provided with details of their strengths, areas of development and corrections of spellings of key vocabulary. At the end of each topic, learners will be given an assessment that revisits previously taught content, this again will be marked by the classroom teacher and learners provided with a percentage grade. Learners class work will be self or peer assessment during the lesson.

Key Stage 4 (Y10-11):
Years 9 through to 11 will have the opportunity to complete at least one period of extended practice each week called 'Science on your own' (SOYO). This will be at least ten minutes of silent, independent work, without teacher input. This could be done in the format of a stretch and challenge question, or application question. Staff may decide to use this time to complete exam style questions. Upon the completion of the SOYO staff will model a good answer and provide learners with the opportunity to improve their answers in purple pen or a pen of different colour.